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ABSTRACT

This workshop presentation from the National Vocational Guidance Association Annual Convention consists of two parts--a discussion of strategies for women to use in entering the paid labor force and a process to identify marketable competencies one has acquired. First, strategies are addressed for handling these three components of the change from unpaid to salaried employment: affective issues that create stress, job finding, and identifying and marketing skills. Second, a process related to functional resumes is explained that helps identify marketable skills one possesses. Stages are described in compiling an administrative competency portfolio, the basis of which is the Manual and Guide: Analogous Competency Assessment and which reflects administrative experience and serves as a functional resume. These stages are (1) identification of life experiences and their resulting knowledge and skills, (2) articulation of competencies, (3) selection of documentation, and (4) organization of materials to compose a narrative and assemble the complete portfolio. These handout materials are appended: reference list, outline of information regarding handling job stress, suggestions for fielding illegal questions, sample significant life-experience time-log sheet, and sample competency profile sheet. (YLB)

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Unpaid to Salaried Employment: Strategies for Change

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Mature women trying to enter the paid labor force have to learn the strategies for job-finding and identify and market skills while at the same time struggling with the affective issues surrounding their situation. We will look at strategies for handling these three components, so that you can apply them to clients or yourselves.

Affective Component

First, let us summarize the affective issues that create stress. Any of these might be present.

1. Stress is related to the reason for seeking work: financial stress for the family or suddenly being a "displaced homemaker" who bears financial stress alone, not with another adult. Many displaced homemakers were brought up to focus on housewifely duties, not with the struggle for occupational identity expected in earlier times of young males. They have no models and no time for a lengthy processing of occupational identity. This may be accompanied by a sense of failure regarding the one identity they were supposed to hold in society. Financial burdens are accompanied by the sheer logistics of balancing children, home, and job, as well as finances. Women who are married and seeking work have some of these same worries.

Sheer desperation is compounded by low aspiration levels derived from fear of failure, low self-esteem, role conflict, perceived consequences of becoming achievement oriented, and lack of assertiveness skills (Legg, 1977; Neely & Schuley, 1978; O'Leary, 1974; Wilson, Schuley, Legg & Neely, 1977).

CE 028 888

Workshop presented at Conference on Working Women, National Vocational Guidance Association Annual Convention, April 12, 1981, St. Louis, Missouri.

Attitude change comes from small successes, positive consequences, positive information, and exposure to others. The belief system espoused in assertiveness training books such as Your perfect right by Alberti and Emmons will help you and clients. Stress related factors can result in physiological symptoms, also. The Holmes and Rahe stress scale (1967) indicates that people with over 300 stress points within one year may have serious illness to the tune of 80% within two years vs. 35% of the population with 150 points or less. "Changing jobs", which is what going from nonpaid to salaried work entails is worth 36 points; divorce, 73; death of a spouse, 100, etc. Ways to reduce stress are on the handout (Neely, 1981), so that the business of job-seeking can go forward. Another means is to adapt the Force-field analysis outlined in Jones and Pfeiffer's annual handbook for group facilitators (1973). Let's do a brief exercise.

Table 1, Handout 1, state problem entering work force

People who channel stress become more purposive.

Job-finding

Yankelovitch (1978) noted that one factor to be reckoned with in the 80's is that women are going to realize that merely exchanging unpaid work experience for ANY job is a poor bargain. They are going to have to learn how to access the labor market and seek jobs that give some satisfaction, as well as a paycheck. Where a paycheck is the overriding concern, women may not wish to take time to recognize their skills or they may be in communities so small that there is little opportunity and they may fear moving. So, what appears on the surface to be a logical method of jobseeking may not jive with the values held.

In January 1973 the Department of Labor (1975) surveyed 16 million employed wage and salary workers 16 years old and over who were not in school

and had started a current job in 1972, when the unemployment rate was between 5 and 6%. About 5.5 million of these workers had not actually looked for work because they returned to jobs held formerly, were offered jobs, entered a family business, etc. About half of the remaining 10.4 million job-finders were NEW ENTRANTS OR REENTRANTS to the labor force. (The remainder had quit jobs or lost jobs).

Jobseekers have two broad methods available to them in a job search: informal methods, such as direct application to employers and asking friends, relative, or teachers, and formal methods, through institutional intermediaries, such as the state employment service, fee-type private employment agencies, school placement officers, labor union hiring halls, and advertisements in newspapers or journals. Advertisements are classified as "formal" from the jobseeker's point of view since employers by placing ads, offer a number of opportunities from one source of information with low cost to applicant in money and time and in its casual use.

In a tight labor market, employers may increase their reliance on newspaper advertisements and other formal methods to get the widest possible exposure of job openings.

> Formal methods can offer the greatest amount of information about job opportunities in general but may not yield much specific information about each job opening. On the other hand, informal sources of job leads, such as friends and relatives, may be able to provide more extensive or detailed information with respect to fringe benefits, prospects for promotion, working conditions and training opportunities.
>
> In searching for job information, workers are faced with an optimization problem - they must balance the potential benefit of additional information against the costs incurred in obtaining it...In a tight labor market for example, workers might depend more on informal "grapevine" search methods. During periods of high unemployment, some may prefer to use more formal methods, such as private employment agencies, since the return may justify any fees paid (p. 1).

Major findings of the research methods used suggest the most used methods and also give you a list of methods that may not have been used.

Insert Tables 2 and 3

Major findings as shown are:

1. Two out of three jobseekers - both men and women - applied directly to employers without suggestions or referrals by anyone. Incidentally, this held true for people from small towns as well as from Standard Metropolitan Statistical Areas both inner city and outer city. The next four methods used most frequently were asking friends about jobs where they work, answering local newspaper ads (these latter two were used only by 10% of the workers in small towns compared with over 40% for the first methods); asking friends about jobs at places other than where they work; and checking with the state employment service. Men tended to use 4.2 methods and women less, 3.7. Partly because they found a job sooner, women who devoted full time to their families before searching for a job used in average of 2.8 methods compared with 4.4 methods for women who had lost their jobs. . .perhaps also because women newly entering the work force settled for less well paying jobs doing anything. Blue collar workers tended to ask friends next most often after applying directly, while white collar workers tended to answer newspaper ads.

How did these methods work? Table 3 shows that 35% of the workers obtained jobs through direct application to employers and 12% each by asking friends about jobs where they work and by answering local newspaper ads. About 5-6% of workers each obtained jobs through state employment service, which offers counseling, aptitude tests, and a computerized job bank, and through private employers. Of all persons who applied directly to employers,

about half found their job that way - about double the percentage for the methods with the next two highest rates. A majority of jobhunters found jobs within 4 weeks, although relatively fewer men than women found jobs in that period of time. The duration of the job search was generally about the same regardless of method used. In a given economic climate, finding a job quickly depends more on many other factors, such as wage expectations, geographic location, experience and skills, motivation, and financial resources, than on methods used, however. One out of three jobseekers turned down an offer with 3 out of 10 because of the location, hours, or other unsatisfactory working conditions.

Azrin, Flores, and Kaplan in 1977 described a job-finding club made up of people who had trouble continuously with finding work. The group met periodically, sharing leads, hints, and ideas. The family was involved by a letter requesting patience with the time involved, with providing transportation, and with staying off the phone. The number of jobs found by the club members compared with a control group was highly significant.

Another issue that women frequently encounter in jobseeking is facing illegal questions in interviews. In another talk (1980), I presented a list of possible responses the interviewee might make, based upon suggestions from women workers, from career counselors who teach and role play interview behaviors, and from Harragan (1977).

Insert Table 4

Identifying and Marketing Skills

The most fearsome aspect of suddenly trying to move into salaried employment is understanding exactly how all those years of competent behavior translate into marketable skills. That means that women both have to understand the structure of the workworld as well as how they mesh. The cluster

concept that has become popular through career education and job analysis, as well as the Department of Labor's work in identifying aspects of the working environment, furnish the parameters within which one can work. Mature adults seldom have taken an interest inventory - and tend to equate such a notion with aptitudes. Thus, useful information about oneself should probably begin with an exploration of values regarding work satisfiers. An extremely fruitful approach is the Tyler Vocational Card Sort - although many authors have suggested using the Strong Campbell Interest Inventory titles, any list of titles, or indeed, any job tasks might be used (Dewey, 1974; Williams, 1978). Dewey in 1974 and Williams in 1978 explained the procedure, based upon Leon Tyler's premise that what you choose not to do is as important as what you choose to do. The cards are sorted into Would Choose, Indifferent, and Would Not Choose piles and then sorted by groups of reasons which are stated aloud and written down by the counselor. People are astonished at the reasons they find work important.

Skill measurement may take place by looking at how compatible the client is with certain leadership, and interpersonal social skills motivation, communication skills, intellectual and judgment skills, and adapting and coping skills as measured by EDUCON's Life Skills Assessment Profile through multiple simulation and multiple ratings, not dependent upon prior paid work experience.

Another means of helping identify competencies was developed through a process related to functional resumes (Neely & Schuley, 1980; Neely & Steffen, 1979: Neely & Wilson, 1978; Neely, Wilson, & Bower, 1977; Neely, Wilson, Schuley, & Legg, 1978). This process will be traced by Dianne Dees.

ACA Workbook

Workshop: Compilation of an

Administrative Competency Portfolio

Our task is to compile a portfolio which reflects administrative experience and serves as a functional resume. It differs from the traditional resume because it states volunteer/unpaid experiences and equates them with traditional paid work experiences. A high level of specificity results from selecting experiences which demonstrate ability in administrative dimensions identified in the literature as necessary functional skills. These administrational dimensions include skill in Planning and Goal Setting, Organizational Management, Communication (Written and Oral), Decision-making, and Demonstrated Leadership Ability. These particular skills were designated because they form a "cluster" thought by the experts to be required and marketable for the particular occupation of vocational education administration. However, the process of comparing one's competencies to the expectations and requiremnts of those who are hiring has broad occupational application other than for this particular occupation. Beyond marketing oneself for a certain employer, the compiled portfolio identifies transferable skills and, as stated by Neely and Schuley (1980), "job-seekers can better describe their competencies and job-changers can escape being locked into a job-title rut."

In order for the portfolio to effectively stress strong points not revealed in the traditional resume, a systematic procedure is followed to list the candidate's competencies. In this sense, the accumulation of occupational skills is analogous to the accumulation of experimential learning which is used to qualify for college credit. In the same manner we are going to gather your experiences and put them together in an orderly form preparatory to writing a brief concluding narrative, and attaching suitable documentation. The basis of the orderly form we shall follow is the Manual and Guide: Analogous Competency Assessment prepared by Neely, Wilson, Schuley and Legg (1978).

Normally, completion of the portfolio process takes approximately 20 hours. As Neely and Schuley (1980) make clear, this time is well spent because the accumulated data is a valuable source of information for completing applications and resumes and preparing for interviews. They have made the process easier by including in the Manual/Guide lists of descriptive skill concepts in the form of both behavioral verbs and demonstratable abilities. We shall use these skill concepts to record our own experiences and present competencies which are most creditable to a potential employer. In the period of approximately one hour remaining in the Workshop, four stages must be completed: identification of life experiences and their resulting knowledge and skills, articulation of competencies, selection of documentation, and organization of materials to compose a narrative and assemble the complete portfolio.

The first step is to record significant administrative experiences which will provide opportunities to demonstrate necessary skills in your competency statements. The model in the Guide prepared by Neely et al. (1978) lists the experiences with their occurrence dates on the left side of the Time-Log Sheet and provides a check-list area on the right of the sheet. In the check-list columns one notes which of the five Areas of Competence were provided by the experience with their occurrence dates on the left side of the Time-Long Sheet and provides a checklist on the right of the sheet. In the check-list columns one notes which of the five Areas of Competence were provided by the experience. To do this, you must think through the types of competencies which are required in job descriptions for administrative positions. The Guide provides this information for positions in vocational education. Short descriptions of each administrative dimension include statements of specific examples of skills which reasonably would be developed from job experiences

Ten of these job experiences are then selected on the basis of whether they provide opportunities to develop many competencies or all aspects of one competence area, whether they represent a particular area of competence otherwise not included, or whether they demonstrate a skill beyond the area of specialization but of service or transfer value [..., or whether it represents a transferable skill beyond the area of specialization but of service value.] The Competency Profile Sheet which arrays these selected experiences is composed by listing the five Areas of Competence on the left side of the sheet, this time, and arranging the numbered and titled Experiences in vertical columns which provide a check-list area on the right.

From the variety of Selected Life Experience, specific competency statements are composed to reveal acquired skills to potential employers. The statements are behaviorally worded to described abilities within each administrative dimension in the following style: I developed and used personnel interaction techniques which minimized conflicts between paid and volunteer workers, decreasing the absence rate of the former and increasing the number and volume of produced work by the latter.

The next step is to write an overview of these competencies, stressing strong points which are not revealed in the traditional resume. This Narrative is based on the abilities revealed in the Competency Profile check list and the resulting competency statements. These skills are also the focal point on which the Documentation section is based. Evaluation of completed portfolio Documentation by judges who are professionals in the field of vocational education administration indicates that preferred items include letters of performance evaluation from supervisors, co-workers, and clientele; job experience descriptions; and auxiliary individual experience descriptions.

The final step is the organization of the materials into the portfolio. The most difficult steps have been accomplished. After the pullling out of memory of the many experiences, the cataloging of skills, the composition of Competency Statements and Narrative, and the selection of Documentation, the final assemply should be a rewarding experience. Included in this process are the creation of the cover page and Table of Contents and the final editing and proofreading. As with any important document, it may be advisable to hire a typist to make the final copy.

We will begin, then, by writing down administrative experiences which have provided opportunities to develop functional skills. For this exercise, recall volunteer experiences you have had in the last month, for example.

Handout workbooks, Handouts 1, 2, 3, 4

Handout

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HANDOUT #1
SUMMARY

Handling Job Stress

1. Join and participate
2. Engage in life-long sport
3. Jealously guard leisure time used in self-fulfilling manner
4. a. Recognize signs of stress in yourself (tight back, stomach)
   b. Practice relaxation techniques, such as biofeedback, to reduce anxiety
5. Try out new ways, seek resources from other's experiences
6. For worry
   a. set aside time to consider problem
   b. confide in someone
   c. seek information
   d. do something active about source of problem
   e. or, develop "balancing factors" (see #1-#15 above)
   f. seek, professional help
7. Watch for "burn-out" clues; low morale, nervous behavior, absenteeism, job turnover, exhaustion, illness, substance abuse, sudden poor interpersonal relations.
   a. talk it out with supportive people
   b. plan deliberate leisure time, protect relaxing coffeebreaks
   c. shorten involvement time
   d. work on what can be controlled, accept that some things cannot
   e. keep a sense of humor, especially when so many horrendous things happen that it is absurd

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Margery A. Neely, Ph.D., Professor, College of Education, Kansas State University. First Year Educator's Conference, February 28, 1981

Margery A. Neely, Unpaid to salaried employement: Strategies for change. WorkingWomen Conference, National Vocational Guidance Association, April 12, 1981, St. Louis, Missouri.

8. Remember your personal rights:

We believe there are certain personal rights which exist in every relationship, regardless of the power or authority issues. These include, but are not limited to:

1. Right to be treated as a capable human being.
2. Right to have my needs be as important as another's.
3. Right to make mistakes and to be responsible for them.
4. Right to make my own decisions.
5. Right to say "no" without feeling guilty.
6. Right to feel and express love and affection.
7. Right to be listened to.
8. Right to say "I don't know" or "I don't understand".
9. Right to feel positive toward myself, my accomplishments, or merits".
10. Right to feel and express anger appropriately.

9. Engage in self-growth activities.

Table 1

1. State problem: Entering the work force

Barriers	Rank	Strengths	Rank

Means to overcome main barrier. Ways to use strength.

Table 2
Methods Used to Look for Work, by Sex and Race

Method	All Persons	Sex		Race	
		Men	Women	White	Negro and other races
Total Thousands	10,437	5,749	4,688	9,302	1,135
Applied directly to employer	66.0	67.3	64.4	66.6	60.7
Asked friends:					
About jobs where they work	50.8	53.8	47.2	49.9	58.4
About jobs elsewhere	41.8	45.9	36.6	41.6	43.5
Asked relatives:					
About jobs where they work	28.4	31.0	25.1	27.4	36.5
About jobs elsewhere	27.3	30.1	23.9	26.8	30.9
Answered newspaper ads:					
Local	45.9	44.6	47.5	46.7	39.6
Nonlocal	11.7	14.2	8.6	11.7	11.9
Private employment agency	21.0	19.9	22.4	21.0	20.9
State employment service	33.5	37.1	29.2	32.1	44.9
School placement office	12.5	12.0	13.0	12.2	14.4
Civil Service test	15.3	15.4	15.2	14.6	21.1
Asked teacher or professor	10.4	9.2	11.8	10.3	10.7
Went to place where employers come to pick up people	1.4	2.0	.7	1.1	3.9
Placed ads in newspapers					
Local	1.6	1.7	1.4	1.3	3.4
Nonlocal	.5	.7	.2	.5	1.0
Answered ads in professional or trade journals	4.9	6.7	2.6	4.7	6.4
Union hiring hall	6.0	9.9	1.1	5.7	8.4
Contacted local organizations	5.6	5.5	5.7	4.0	18.6
Placed ads in professional or trade journals	.6	.8	.4	.5	1.1
Other	11.8	11.9	11.5	11.8	11.7

NOTE: The approximately 3.5 million persons in this survey who checked for jobs with the State employment service do not represent all persons who filed new or renewed job applications during 1972. (Department of Labor, 1975)

Table 3
Methods By Which Current Job Was Obtained, by Sex and Race

Method	All Persons	Sex		Race	
		Men	Women	White	Negro and other races
Total: Number (thousands)	10,437	5,749	4,688	9,302	1,135
Percent	100.0	100.0	100.0	100.0	100.0
Applied directly to employer	34.9	35.1	34.6	35.7	27.7
Asked friends:					
About jobs where they work	12.4	13.8	10.7	12.0	16.4
About jobs elsewhere	5.5	6.2	4.8	5.7	4.0
Asked relatives:					
About jobs where they work	6.1	6.9	5.1	5.7	9.3
About jobs elsewhere	2.2	2.7	1.7	2.3	1.9
Answered newspaper ads:					
Local	12.2	10.3	14.5	12.8	6.4
Nonlocal	1.3	1.4	1.1	1.3	.8
Private employment agency	5.6	3.8	7.9	5.8	3.8
State employment service	5.1	5.0	5.2	4.4	10.8
School placement office	3.0	3.1	2.8	3.0	2.3
Civil Service test	2.1	1.6	2.8	2.0	3.3
Asked teacher or professor	1.4	1.2	1.6	1.4	1.6
Went to place where employers come to pick up people	.1	.1	.2	.1	.4
Placed ads in newspapers					
Local	.2	.1	.4	.2	.1
Nonlocal	([1])	([1])	--	([1])	--
Answered ads in professional or trade journals	.4	.5	.3	.4	.2
Union hiring hall	1.5	2.6	.1	1.4	1.9
Contacted local organizations	.8	.7	.9	.4	3.9
Placed ads in professional or trade journals	([1])	--	([1])	([1])	--
Other	5.2	5.1	5.3	5.2	5.1

([1])Less than 0.05 percent

NOTE: The approximately 500,000 persons in this survey who obtained jobs through the State employment service do not represent all persons who were helped to get a new job during 1972. (Department of Labor, 1975)

GLOSSARY OF TERMS
WORDS COMMON TO THE GUIDE

Portfolio	A folder of information that is brought together to reveal past experiences and accomplishments. It can be a means for organizing and disseminating prior experience into a manageable form for evaluation.
Areas of Competence	Five categories of skill and knowledge identified as essential to Vocational Education Administration: PLANNING & GOAL-SETTING, ORGANIZATIONAL MANAGEMENT, DECISION-MAKING, COMMUNICATION, DEMONSTRATED LEADERSHIP ABILITY.
Competency	The ability to show the level of skill and knowledge necessary to attain a goal.
Competency Statement	A statement which asserts what you know and can do.
Selected Life-Experiences	Abbreviated identifications of the situations in which administrative competencies were developed.
Documentation	The validation or proof that you use to support your claims to skill and knowledge in the specified areas of competence.

PORTFOLIO STAGES

Identification	The process of determining your skills and knowledge acquired through your varied life experiences.
Articulation	The process of communicating the level of your knowledge and skills in competency statements and descriptions of Life-Experiences.
Documentation	The process of selecting evidence or proof to validate the competencies demonstrated in Life-Experience descriptions.
Organization	The process of ordering materials within a Table of Contents, the development of the Narrative and assembling of portfolio.

SUGGESTIONS FOR FIELDING ILLEGAL QUESTIONS

-Laugh and don't answer.

-Smile and say "You must be kidding."

-Keep the interview only on job specifications and job qualification. Don't furnish information you don't want them to follow upon: do not give an opening by your own comments on husband, kids, personal life. Be specific, generalities give them control.

-Do not assume that your personal and family life ARE of interest or that these affect job performance. Consider, would it be volunteered by a man.

-Only answer questions related to the job on an application blank, put a dash next to others, and bring up in the interview ("I consider my marital status irrelevant") or force them to ask the questions.

-Placement/affirmative action officers may be notified of infringements.

-Tactfully point out your understanding of the law and consequent impropriety of questions asked. "Is that relevant to this job?", after you size them up.

-Since questions that screen applicants in or out must be related to job success and therefore be data based, show curiosity, and say "I myself have been studying how that (plans for having children, etc.) affects job performance. Just what DO you data show concerning the effects on performance of workers here?"

-If you're slipped a questions such as "Can you handle this" or "Would your husband approve?" simply be prepared to reply in a reassuring tone "Oh, yes."

Margery A. Neely, Language Discrimination. Paper presented at Federally Employed Women's Conference, Feb. 14, 1980, Topeka, Kansas.

-And, finally, a beauty from Harragan:

"I've noticed five of your questions have a direct or indirect sexual focus. Would you mind reviewing the prerequisites of the job you have in mind for me. I'm wondering if there's more here than meets the eye about the proposed job duties" (Harragan, 1977, p. 373).

Margery A. Neely. Unpaid to salaried employent: Strategies for Change. Conference on Working women, National Vocational Guidance Association, April 12, 1981, St. Louis, Mo.

SIGNIFICANT LIFE-EXPERIENCE

TIME-LOG SHEET

Dates	Experiences	Areas of Competence: PLANNING AND GOAL-SETTING	ORGANIZATIONAL MANAGEMENT	COMMUNICATIONS	DECISION-MAKING	LEADERSHIP ABILITY
1977-8	Coordinator of Research Project					
1974-8	Kansas Vocational Association Leadership Position					
1975-6	Workshop Origination and Leadership					
1975-6	Graduate study/work/single parent					
1975-6	City Library Board					
1969-75	Origination of Christmas Ornament Business					
1974-5	Arts Council-Organization of Picture Lady Program					
1972-5	Girl Scout Leader					
1971	President-Panhellenic Association					
1970-4	Ladies' Reading Club Bazaar Chairperson, Program Work					
1969	Democratic Club-Campaign activities					
1966-8	Jaycee Jayne's Membership, Home Tour, Christmas Bazaars, Membership Chairperson					
1962-4	Teacher in Area Vocational-Technical School (Business Education)					
1964-6	Army Wife, Mother, Wife's Club activities					
1957-61	Graduate School Education with leadership roles					

SAMPLE

SIGNIFICANT LIFE-EXPERIENCE

TIME-LOG SHEET

Your Time-Log may now look like this! It may have fewer or more X's.

Dates	Experiences	Areas of Competence				
		PLANNING AND GOAL-SETTING	ORGANIZATIONAL MANAGEMENT	COMMUNICATIONS	DECISION-MAKING	LEADERSHIP ABILITY
1977-8	Coordinator of Research Project	X	X	X	X	X
1974-8	Kansas Vocational Association Leadership Position	X	X			X
1975-6	Workshop Origination and Leadership	X		X		X
1975-6	Graduate study/work/single parent		X		X	
1975-6	City Library Board				X	X
1969-75	Origination of Christmas Ornament Business	X	X		X	
1974-5	Arts Council-Organization of Picture Lady Program	X	X	X	X	X
1972-5	Girl Scout Leader	X	X		X	X
1971	President-Panhellenic Association		X			X
1970-4	Ladies' Reading Club Bazaar Chairperson, Program Work	X	X			X
1969	Democratic Club-Campaign activities		X	X		
1966-8	Jaycee Jayne's Membership, Home Tour, Christmas Bazaars, Membership Chairperson	X	X	X		
1962-4	Teacher in Area Vocational-Technical School (Business Education)		X	X		
1964-6	Army wife, mother, Wife's Club activities	X	X			
1957-61	Graduate School Education with leadership roles			X		

COMPETENCY PROFILE SHEET

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STEP 1. Assign titles to your Selected Significant Life Experiences.
Assign numbers to each Selected Significant Life Experience.

STEP 2. (X) Indicates which Experience illustrates development of this competence.

Areas of Competence	Selected Life Experiences										
	1 Coordinator of Research Project	2 Coordinator of Picture Lady	3 Teacher in Area School	4 Kansas Vocational Association Leadership	5 Christmas Ornament Business	6 Graduate School education with leadership roles	7 Civic/Community Work	8 Youth on Farm	9	10	11
Planning and Goal Setting	X	X		X	X		X				
Organizational Management	X	X	X	X	X		X	X			
Communication	X	X	X			X	X				
Decision-Making	X	X			X			X			
Demonstrated Leadership	X	X		X							

← Step 2

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